

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6602 W. Osborn Road, Phoenix, AZ 85033

Cartwright Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Enrique C. Gonzalez
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 2005 Enrollment : 780
 Web Address : www.cartwright.k12.az.us
 Phone Number : (623) 691-4600
 Fax Number : (623) 691-4620
 E-mail : egonzalez@suns.cartwright.k12.az.us

Mission

Our mission at Sunset School is to meet the educational needs of the school community in a nurturing environment so that all members will be able to realize and utilize their potential to become lifelong learners.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Not Met
2002-03	Met

School Improvement Status (b)

2004-05	SI Year 2
2003-04	Year 2
2002-03	Year 1

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü By Spring, 2006, 53% of Grade 3 students and 58% of Grade 5 students will meet or exceed the standards in reading as measured by the AIMS. We will decrease the number of students in FFB category.
- ü By Spring, 2006, 67% of Grade 3 students and 54% of Grade 5 students will meet or exceed the standards in writing as measured by the AIMS. We will decrease the number of students in FFB category.
- ü By Spring, 2006, 70% of Grade 3 students and 64% of Grade 5 students will meet or exceed the standards in math as measured by the AIMS. We will decrease the number of students in FFB category.

Enrollment

October 1, 2004 School Year Student Enrollment : 767
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 32

Instructional Programs

- Schoolwide Title I Program
- Literacy & Math Focus
- Reading Intervention
- Computer Lab
- Afterschool Intervention - Literacy
- Language Lab - Fall/Spring Intersession
- Summer School - Science/Social Studies
- Intramurals/Fine Arts

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Ensure a safe learning environment. Teach students to read, write and compute mathematics according to the Arizona Academic Standards. Provide student accommodations if necessary to ensure learning. Communicate with parents on a regular basis. Provide opportunities for parents to participate in school events.

Parents

Regular school attendance. Students arrive at school on time. Parents communicate with the school regarding student needs. Students must wear school uniform every day. Check frequently on students progress. Attend school functions.

Transportation Policy

All students in the Sunset School attendance area walk to school or are transported by parents. Students living in the Sunset attendance area do not cross any major streets when walking to school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• Choda Elem./Jr. High Choral Festival - Excellent Rating	2002
• Bullies & Victims Anti-Violence Program Award	2002
• Choda Elem./Jr. High Choral Festival - Excellent Rating	2003
• Choda Elem./Jr. High Choral Festival - Excellent Rating	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	2374	79306	98	98	99	421	433	445	12	14	10	23	22	18	58	53	51	7	11	20
All Students (Prior Year)	121	2216	75509	97	99	100	494	501	521	20	21	13	32	30	23	36	30	33	11	19	31
Female	73	1136	38691	99	98	99	427	433	446	8	13	10	22	23	18	63	53	52	8	11	20
Male	68	1236	40583	97	98	99	415	433	445	16	15	11	25	21	18	52	52	50	6	12	21
African American	NC	97	4041	NC	94	99	NC	420	426	NC	15	17	NC	28	23	NC	55	50	NC	2	10
Hispanic	127	2060	32869	98	99	99	419	432	429	12	14	15	23	22	25	59	52	51	6	11	10
Asian/Pacific Islander	NC	15	1935	NC	100	99	NC	424	474	NC	0	3	NC	14	9	NC	64	48	NC	21	40
American Indian/Alaskan Native	--	12	4264	--	86	100	--	424	419	--	22	19	--	22	30	--	44	45	--	11	6
White	NC	190	36197	NC	97	99	NC	447	463	NC	11	5	NC	17	11	NC	52	53	NC	20	31
Students with Disabilities	17	295	10321	100	100	100	335	381	389	19	41	30	63	30	27	13	26	34	6	3	9
Students without Disabilities	124	2079	69060	97	98	98	433	441	454	11	10	7	18	21	17	64	57	54	7	13	22
Limited English Proficient Students	72	1191	15509	100	98	100	407	421	406	14	19	20	26	26	30	56	48	45	4	8	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	127	1999	39415	94	93	96	423	432	431	12	15	15	23	23	25	58	52	50	8	11	10
Non-Economically Disadvantaged	14	375	39966	100	100	100	387	438	459	13	10	6	38	16	12	50	56	52	0	19	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	143	2381	79395	99	0	99	412	421	446	17	18	9	38	38	25	44	42	55	1	3	11
All Students (Prior Year)	122	2220	75492	98	100	100	498	507	519	24	20	12	20	20	16	49	46	47	7	14	24
Female	74	1140	38743	100	0	100	425	427	451	8	14	7	39	37	24	52	46	57	2	3	12
Male	69	1239	40618	99	0	99	398	415	440	27	22	11	38	38	27	36	38	53	0	3	9
African American	NC	100	4052	NC	0	100	NC	414	434	NC	14	11	NC	52	29	NC	35	54	NC	0	6
Hispanic	128	2064	32915	99	0	99	412	419	426	17	19	15	39	38	35	44	41	47	0	2	4
Asian/Pacific Islander	NC	15	1936	NC	0	99	NC	411	468	NC	14	3	NC	21	14	NC	57	63	NC	7	19
American Indian/Alaskan Native	--	12	4271	--	0	100	--	415	420	--	33	15	--	22	42	--	44	41	--	0	2
White	NC	190	36221	NC	0	99	NC	442	465	NC	11	4	NC	30	15	NC	50	63	NC	10	17
Students with Disabilities	17	298	10331	100	0	100	319	368	388	44	42	25	38	43	37	19	15	34	0	0	4
Students without Disabilities	126	2083	69139	98	0	99	425	429	454	13	14	7	39	37	24	47	46	58	1	3	11
Limited English Proficient Students	72	1194	15545	100	0	100	397	405	399	23	25	21	40	43	42	37	31	35	0	1	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	129	2006	39484	96	0	96	414	419	429	17	19	14	38	39	35	44	40	47	1	2	4
Non-Economically Disadvantaged	14	375	39986	100	0	100	376	433	461	13	10	4	50	27	16	38	57	63	0	6	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	142	2244	78869	99	93	99	408	412	442	8	10	6	29	34	21	64	54	63	0	2	10
All Students (Prior Year)	121	2211	75053	97	99	99	562	546	597	7	11	7	14	22	12	80	65	72	0	3	9
Female	74	1078	38536	100	93	99	432	428	458	6	7	4	17	29	15	77	62	67	0	3	14
Male	68	1164	40302	97	92	99	384	396	428	10	14	8	41	38	26	49	47	60	0	1	7
African American	NC	94	4015	NC	91	99	NC	406	430	NC	10	8	NC	37	24	NC	50	61	NC	3	7
Hispanic	127	1943	32606	98	93	98	411	411	426	6	10	8	30	34	27	64	54	60	0	2	5
Asian/Pacific Islander	NC	14	1925	NC	100	99	NC	394	471	NC	8	3	NC	15	11	NC	69	64	NC	8	22
American Indian/Alaskan Native	--	10	4245	--	71	100	--	403	423	--	0	9	--	57	26	--	43	61	--	0	4
White	NC	183	36078	NC	94	99	NC	417	459	NC	9	4	NC	31	16	NC	57	66	NC	3	14
Students with Disabilities	16	278	10246	100	95	100	307	325	367	13	34	18	40	42	39	47	23	40	0	0	4
Students without Disabilities	126	1966	68697	98	93	98	421	425	454	7	7	4	27	32	18	66	58	67	0	3	11
Limited English Proficient Students	71	1123	15339	100	92	100	394	395	399	7	14	11	35	39	31	58	46	54	0	1	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	128	1887	39106	95	88	95	412	411	427	7	11	8	28	35	28	64	52	59	0	2	5
Non-Economically Disadvantaged	14	357	39837	100	100	100	353	419	457	13	7	4	38	23	14	50	67	67	0	3	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2212	78906	100	99	99	488	483	498	18	17	13	18	24	19	51	49	48	12	10	20
All Students (Prior Year)	111	2133	76019	99	99	100	471	482	499	27	16	14	47	51	39	14	14	14	13	18	33
Female	69	1117	38644	100	99	99	487	486	500	21	16	12	21	26	19	41	50	49	17	9	19
Male	63	1095	40236	100	100	99	490	481	497	16	19	15	16	22	19	63	49	46	6	10	20
African American	NC	112	4087	NC	100	99	NC	465	481	NC	24	20	NC	29	24	NC	43	45	NC	4	11
Hispanic	118	1905	31938	100	99	99	490	483	481	14	17	19	20	24	25	54	49	46	11	9	10
Asian/Pacific Islander	--	11	1805	--	100	98	--	523	536	--	0	5	--	11	8	--	67	45	--	22	42
American Indian/Alaskan Native	--	24	4593	--	96	100	--	467	467	--	14	26	--	19	29	--	62	39	--	5	6
White	NC	160	36483	NC	98	99	NC	499	517	NC	14	7	NC	18	13	NC	49	51	NC	19	30
Students with Disabilities	16	264	10664	100	100	100	418	412	430	92	53	42	8	30	27	0	15	26	0	2	5
Students without Disabilities	116	1951	68310	99	98	98	497	493	509	9	12	9	20	23	18	58	54	51	13	11	22
Limited English Proficient Students	51	896	12573	100	99	100	472	461	454	26	25	27	23	30	30	49	42	38	2	3	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	118	1906	38679	93	95	96	489	484	483	18	18	20	18	25	25	51	49	45	12	9	10
Non-Economically Disadvantaged	14	309	40295	100	100	100	468	480	513	25	12	7	25	19	13	50	52	50	0	16	30

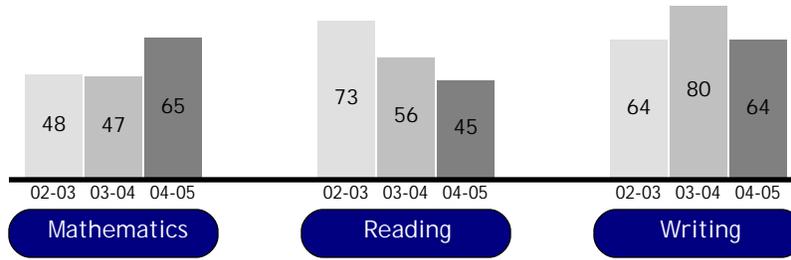
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2211	78908	100	0	99	470	464	484	14	15	10	28	31	23	56	51	58	2	2	9
All Students (Prior Year)	111	2131	76020	99	99	100	490	493	503	45	35	25	33	31	23	19	30	40	3	5	12
Female	69	1118	38648	100	0	99	472	469	489	16	12	8	26	31	22	55	55	61	3	2	10
Male	63	1093	40233	100	0	99	468	457	479	12	19	12	31	32	25	57	47	55	0	2	8
African American	NC	112	4092	NC	0	99	NC	457	473	NC	12	12	NC	40	28	NC	46	54	NC	1	5
Hispanic	118	1904	31940	100	0	99	472	462	465	12	16	16	29	32	32	57	50	49	2	2	3
Asian/Pacific Islander	--	11	1805	--	0	98	--	494	507	--	0	4	--	22	13	--	67	65	--	11	18
American Indian/Alaskan Native	--	24	4569	--	0	100	--	455	457	--	14	18	--	14	39	--	62	41	--	10	2
White	NC	160	36502	NC	0	99	NC	484	502	NC	9	4	NC	22	14	NC	62	67	NC	6	15
Students with Disabilities	16	264	10665	100	0	100	411	400	423	75	44	30	25	39	36	0	16	31	0	0	2
Students without Disabilities	116	1950	68312	99	0	98	478	473	493	6	11	7	29	30	21	63	56	62	2	3	10
Limited English Proficient Students	51	895	12556	100	0	100	450	439	436	23	25	24	35	42	40	42	32	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	118	1905	38662	93	0	96	470	464	468	13	16	16	30	32	32	55	50	49	2	2	3
Non-Economically Disadvantaged	14	309	40315	100	0	100	474	464	498	25	7	5	0	26	15	75	61	66	0	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2210	78750	100	99	99	484	474	500	8	10	6	38	40	29	54	50	63	0	0	2
All Students (Prior Year)	109	2119	75673	97	99	100	500	494	530	12	18	12	31	34	25	57	47	58	0	1	4
Female	69	1121	38586	100	99	99	494	489	515	9	7	4	26	33	22	66	60	71	0	0	3
Male	63	1089	40135	100	99	99	472	458	486	8	13	8	51	48	35	41	39	56	0	0	1
African American	NC	113	4081	NC	100	99	NC	451	488	NC	14	8	NC	42	32	NC	43	59	NC	0	2
Hispanic	118	1903	31841	100	99	99	488	474	483	7	10	8	38	40	36	55	50	55	0	0	1
Asian/Pacific Islander	--	11	1802	--	100	98	--	531	533	--	0	2	--	33	16	--	56	75	--	11	7
American Indian/Alaskan Native	--	24	4586	--	96	100	--	480	481	--	0	8	--	38	37	--	62	54	--	0	1
White	NC	159	36440	NC	97	99	NC	485	516	NC	7	3	NC	41	22	NC	52	71	NC	0	4
Students with Disabilities	16	262	10622	100	100	100	380	382	415	50	33	21	42	53	50	8	13	28	0	0	1
Students without Disabilities	116	1951	68196	99	98	98	497	487	513	3	6	3	37	39	25	60	55	69	0	0	3
Limited English Proficient Students	51	894	12504	100	99	100	461	444	451	12	16	12	58	50	44	30	34	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	118	1905	38558	93	95	96	485	474	485	8	10	8	39	41	37	53	49	54	0	0	1
Non-Economically Disadvantaged	14	308	40260	100	100	100	455	472	514	25	8	3	0	34	21	75	57	72	0	1	4

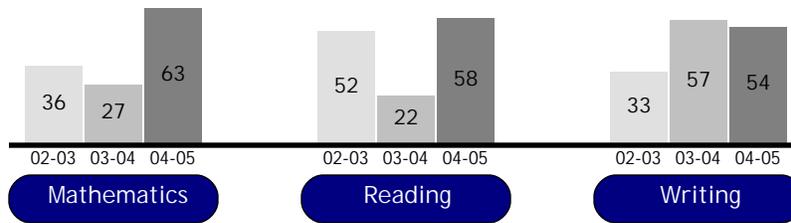
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	38	34	50	97	31	NA	58	96	32	30	47
	Language	99	26	25	43	100	21	28	50	96	33	34	47
	Mathematics	98	33	33	57	100	31	37	64	96	36	34	50
3	Reading	99	32	29	47	97	32	NA	55	97	27	28	44
	Language	96	37	38	54	98	41	40	61	97	31	32	44
	Mathematics	96	32	36	54	98	40	40	61	96	43	43	51
4	Reading	97	33	33	52	95	34	NA	56	96	31	34	48
	Language	98	41	33	48	98	32	34	52	96	39	38	49
	Mathematics	96	43	37	57	98	44	39	61	96	44	42	53
5	Reading	94	33	31	50	95	35	NA	55	100	41	38	50
	Language	98	34	32	46	100	37	36	49	100	41	40	50
	Mathematics	99	38	41	57	99	43	48	63	100	40	43	49

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

2 School Administrator(s)	Ü Development of School Goals
2 Non-certified Employee(s)	Ü Parent Education Program
4 Teacher(s)	Ü School/Parent Volunteers
2 Parent(s)	Ü School Safety Issues
1 Community Member(s)	Ü Community Involvement
4 Student(s)	Ü Learning at Home

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.00
Other Professional Staff	2.00	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	4	0	0
4 to 6 years	3	3	0	0
7 to 9 years	3	3	0	0
10 or more years	0	22	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	5%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Modern Music Facility
- Ü Computer Lab
- Ü Media Center

Extracurricular Activities

- Ü Afterschool Intervention (Literacy)
- Ü Chorus
- Ü Band
- Ü Student Council
- Ü Library Club
- Ü Intramural Sports
- Ü Parks and Recreation program

Social Services

- Ü Healthy Kids Dental
- Ü City of Phoenix Afterschool Program
- Ü Prevent Blindness- Vision Program
- Ü Back to School Uniform Drive
- Ü Desert Ridge Mall Back Pack Drive
- Ü Read to Me Nights - (Families get books)
- Ü Boys & Girls Club After School Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Increased parent participation at school events. Fall Festival had over 1000 participants (parents, students, staff and community members). Numerous opportunities for parents to be involved in their children's education.

- ü Student Discipline Program resulted in decrease of student misbehaviors. Campus was safe and orderly. Only 1 act of violence in the 04-05 school year.

- ü 3rd Grade and 5th Grade increased in the areas of reading and math as measured by the AIMS test

- ü Overall attendance average for the 2003-04 was 95%. This met the NCLB requirement for daily attendance and testing periods.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	13	12	12	17
Transfers In Rate ⁶	42	28	28	37
Stability Rate ⁷	86	87	87	82
Promotion Rate ⁸	97	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Enforced Absence/Tardy Policy. Enforced Discipline Matrix. Established School Detention Room to handle students who are at different levels of discipline matrix. Prompt and accurate information for parents regarding students behavior. Established incentive program (Regal Eagle) for good behavior. Piloting PRIDE program in P.E. for implementation of school wide for 2005-06. Grade levels conduct own incentive programs. Safety committee trains staff on School Emergency Response Plan

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Enrique Gonzalez	(623) 691-4600
Transportation Policy	Henry Meza	(623) 691-4000
Community Resources	Meri Simmons	(623) 691-4000
School Nutrition Programs	Janet Keesler	(623) 691-4600
Parent Organization	Robin Custer	(623) 691-4600
Student Health/Nurse	Shawn Ramirez	(623) 691-4600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.